

# 6<sup>th</sup> Grade Social Studies

## Pacing Guide and Unpacked Standards



**GROVEPORT  
MADISON**  
SCHOOLS

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# Groveport Madison Social Studies Pacing Guide

## Theme: Regions and People of the Eastern Hemisphere

<b>6</b>	<b>History</b>	<b>Geography</b>	<b>Government</b>	<b>Economics</b>	<b>Standards for Literacy Reading</b> (Integrate Throughout Each Topic)
<b>1st 9 wks</b>	<u><b>Historical Thinking &amp; Skills</b></u> <b>HI.6.1</b> -Multi-tier Timelines	<u><b>Spatial Thinking &amp; Skills</b></u> <b>GE.6.3</b> -Using maps to gain information on people, places & environments <b>GE.6.4</b> -Longitude and latitude locations <u><b>Places &amp; Regions</b></u> <b>GE.6.5</b> -Using criteria to compare regions <u><b>Human Systems</b></u> <b>GE.6.6</b> -Variations	<u><b>Civic Participation &amp; Skills</b></u> <b>GO.6.9</b> -Perspectives & their accuracy		<b>RH.6-8.1</b> Cite specific textual evidence to support analysis. <b>RH.6-8.2 (a,b)</b> Analyze central idea & summarize. <b>RH.6-8.3</b> Follow precisely a multistep procedure. <b>RH.6-8.4</b> Determine the meaning of symbols & key terms. <b>RH.6-8.5</b> Analyze the structure of text. <b>RH.6-8.6</b> Analyze the author's purpose. <b>RH.6-8.7</b> Integrate quantitative or technical information visually.
<b>2nd 9 wks</b>	<u><b>Early Civilizations</b></u> <b>HI.6.2</b> -Using cultural practices to understand the development of early civilizations	among physical environments <u><b>Human Systems</b></u> <b>GE.6.7</b> -Factors that cause the movement of people <b>GE.6.8</b> -Cultural practices & religious diffusions	<u><b>Roles &amp; Systems of a Government</b></u> <b>GO.6.10</b> -Categorizing forms of government		<b>RH.6-8.8</b> Distinguish among facts & speculations in a text. <b>RH.6-8.9</b> Compare & contrast gained information on the same topic. <b>RH.6-8.10</b> Read, comprehend & respond to science/technical texts.
<b>3rd 9 wks</b>				<u><b>Economic Decision Making &amp; Skills</b></u> <b>EC.6.11</b> -Comparing data sets <b>EC.6.12</b> -Choices & consequences <u><b>Scarcity</b></u> <b>EC.6.13</b> -What to produce <b>EC.6.14</b> -Where to produce <u><b>Markets</b></u> <b>EC.6.15</b> -Supply & demand	<b>WHST.6-8.1 (a,b,c,d,e,f)</b> Write arguments to support claims & thesis. <b>WHST.6-8.2 (a,b,c,d,e,f)</b> Write informative/explanatory texts. <b>WHST.6-8.4</b> Develop, organize & produce clear & coherent writing. <b>WHST.6-8.5</b> Develop & strengthen writing through revision processes. <b>WHST.6-8.6</b> Use technology to produce & publish writing. <b>WHST.6-8.7</b> Conduct research projects. <b>WHST.6-8.8</b> Gather relevant information from credible digital & print sources.
<b>4th 9 wks</b>				<u><b>Financial Literacy</b></u> <b>EC.6.16</b> -Comparing Price & quality of available goods & services	<b>WHST.6-8.9</b> Support analysis & draw evidence from informational text. <b>WHST.6-8.10</b> Write routinely over extended time frames

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.HI.1**

Multiple tier timelines can be used to show relationships among events and places.

B.C. and A.D. to arrange an analyze eve

**Essential Understanding**

- Chronological thinking
- Temporal sequence
- Appropriate titles
- Evenly spaced intervals for years, decades, and centuries
- Cause and effect relationships

**Extended Understanding**

- Cause and effect relationships

**Vocabulary**

- Analyze
- Construct
- Years
- Decades
- Centuries
- Events
- Multiple-tier

**Essential Skills**

- The student can construct a multiple-tier timeline and analyze the relationship among events.
- The student can differentiate time span using years, decades, and centuries.
- The student can explain relationships among events.
- The student can list events in historical order.
- The student can place events on a timeline.
- The student can arrange events from a timeline in order.
- The student can create evenly spaced intervals.
- The student can write a title for a given timeline.
- The student can construct a timeline with two or more rows based on given information.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Multiple-tier timelines use two or more rows of events, with each row representing a different topic or perspective related to a specific time period (e.g., a timeline of events in the Western Hemisphere, with events in North America and South America shown on parallel tiers).
- Multiple-tier timelines can be used to help students analyze cause and effect relationships or patterns and themes among events in a specific period of time.
- These analytical skills build upon earlier skills related to chronological thinking and temporal order in grades PK-4.
- When introducing multiple-tier timelines, have students create a multiple-tier timeline covering their life since their birth that includes events that occurred at the local, state, and national levels. Have students identify relationships among local, state, and national events and their lives.
- Have students use biographies of famous people to create multiple-tier timelines that compare events in the biography with world events. Challenge students to think about how world events may have impacted or been impacted by the actions of the famous people read about.

### Sample Question Stems and Performance Tasks

- Multiple-tier timelines can be used to help students analyze cause and effect relationships in a specific period of time. Create a multiple-tier timeline to explain the relationship between European exploration and early empires in the Americas.
- Create a multiple-tier timeline that covers your life from your birth to present on one tier, and events that occurred at the local, state, and national levels during the same time period on another tier.
- How do multiple-tier timelines show relationships among events and places?

#### (Prior Grade Standard)

**3.HI.1** Construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.

**5.HI.1** Events can be arranged in order of occurrence using conventions of B.C. and A.D. or B.C.E. and C.E.

#### (Future Grade Standard)

N/A

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.HI.2**

Early civilizations (India, Egypt, China, and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices, and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

### Essential Understanding

- Relationship between geography and early civilization growth
- Enduring impact of Early civilizations

### Extended Understanding

- Evaluation of positive and negative impact of human interactions with environment
- Ancient origins of contemporary world issues

### Vocabulary

- Describe
- Influence
- Civilizations
- Geography
- Government
- Economic Systems
- Social Structures
- Agricultural Practices
- Culture
- Technologies
- Enduring Influence

### Essential Skills

- The student can describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia.
- The student can identify the geographic characteristics of India
- The student can identify the geographic characteristics of Egypt.
- The student can identify the geographic characteristics of China.
- The student can identify the geographic characteristics Mesopotamia.
- The student can cite the benefits of living near rivers.
- The student can explain why rivers contributed to the development of civilizations.
- The student can explain how crop surpluses influence the growth of cities.
- The student can draw conclusions from features shown on a map.

- The student can describe the governments, cultures, economic systems, technologies and agricultural practices, and products of early civilizations and their enduring influence in the Eastern Hemisphere today.
- The student can define government, culture, economic system, technology, and agriculture.
- The student can describe the government, culture, economic system, technology and agricultural practices of ancient Mesopotamia.
- The student can describe the government, culture, economic system, technology and agricultural practices of ancient Egypt.
- The student can describe the government, culture, economic system, technology and agricultural practices of ancient India.
- The student can describe the government, culture, economic system, technology and agricultural practices of ancient China.
- The student can define enduring influence.
- The student can cite examples of the enduring influence of ancient Mesopotamia, Egypt, India, and China.

**Criteria for Success (Performance Level Descriptors)**

- **Limited:** Recognize the use of a geographic map to identify locations. Recognize major locations in the Eastern Hemisphere on a map (e.g., continents, rivers, major countries [India, Saudi Arabia, China]). Recall some physical and cultural features of ancient Eastern Hemisphere civilizations (e.g., Ancient Mesopotamia was located on the Tigris and Euphrates rivers. it developed the cuneiform writing system).
- **Basic:** Demonstrate a simple understanding of the location where ancient river civilizations in the Eastern Hemisphere developed (e.g., Ancient India developed along the Ganges River). Identify the influence of geography (e.g., rivers, climate, terrain). Identify characteristics of the ancient civilizations of the Eastern Hemisphere (e.g., language, foods, technologies).
- **Proficient:** Describe the influence of geography on ancient civilizations in the Eastern Hemisphere (e.g., rivers, climate, terrain). Describe characteristics of the ancient civilizations of the Eastern Hemisphere and relate them to traditions found in the region today (e.g., government, language, religion, economic systems, technologies, food).
- **Accelerated:** Explain how geography has influenced ancient civilizations in the Eastern Hemisphere (e.g., how river valleys affected agriculture and led to crop surpluses). Compare the characteristics of the ancient civilizations of the Eastern Hemisphere and their influences in the regions today (e.g., location of civilizations, religion, trade routes).
- **Advanced:** Evaluate the influence of geography on ancient civilizations in the Eastern Hemisphere (e.g., why civilizations settled where they did, how crop surpluses led to specialized industry and societal development). Analyze the characteristics of the ancient civilizations of the Eastern Hemisphere and explain their influence today.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Favorable geographic characteristics, including locations in river valleys, promoted the growth of early civilizations. River valleys provided sources of water, habitat for plants and animals, means of transportation, protection from invasions, and access to natural resources.
- Rivers provided a constant source of water and their flooding replenished the soil where early civilizations began. This enabled the planting and harvesting of crops. Crop surpluses meant that not all of the people in the valleys had to farm in order to survive and people began to produce different products for their use and for trade. Some people began to develop new technologies used in the construction of irrigation systems, roads and other public works which enabled cities to grow and civilizations to spread.
- Using maps of the given regions, discuss geographic characteristics of the regions and hypothesize how those characteristics may have contributed to the growth of these early civilizations. Discussion could include the influence of rivers, deserts, mountains or other significant features.
- Some people in early civilizations took on roles such as artisans, soldiers and priests, which further developed civilization and led to people being ranked into social classes according to their jobs.
- Early cities became established as centers of production and commerce. Governments gradually developed to address issues including control of irrigation and trade. Early river civilizations developed writing systems to help keep track of crops, seasons, commerce and governmental affairs. Early civilizations also developed religious beliefs to help explain the world around them.
- While the river civilizations in India, Egypt, China and Mesopotamia reflected the common features of civilization, each one developed unique attributes. These civilizations left enduring legacies that are reflected in the cultural practices and products of the modern Eastern Hemisphere.
- **Career Connection:** Students will compare jobs today with those of early civilizations, including how jobs are related to social class.

## Sample Question Stems and Performance Tasks

- Identify two reasons that ancient China developed in a protected river valley.
- Identify four ways that ancient Egypt benefitted from the Nile River.
- Associate geographic features of ancient civilizations and describe their influence on the development of those civilizations.
- Which geographic characteristics influenced early settlements in Mesopotamia, Egypt, India, and China?
- Which was a reason for the development of an early civilization in the Tigris-Euphrates River Valley?
- Early River civilizations grew as a result of favorable geographic characteristics. Which choices below reflect the importance of rivers to these civilizations?
- Describe two political, cultural, or economic characteristics common to ancient Mesopotamian and ancient Egyptian civilizations.
- Give examples of technologies and agricultural practices of each early civilization.
- Identify two ways that the agricultural practices of the ancient Indus valley civilization have had enduring impacts on civilizations in the region.

- Describe two examples of government and technology in Mesopotamian civilization.
- Archaeologists have discovered which of the following practices in the early Indus River Valley cities?
- In what way did the Code of Hammurabi have an enduring influence on the Eastern Hemisphere?
- Use your textbook, reference materials and Internet resources to research one of the following civilizations: Mesopotamia, Egypt, India, China. In a paper or multimedia presentation identify and describe the government, culture, economic system, technology and agricultural practices of this civilization.
- Locate a recent article or news story and explain how the people, places, and events in the article show the influence of early civilizations.

**(Prior Grade Standard)**

N/A

**(Future Grade Standard)**

**7.HI.2** The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.



# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.GE.3**

Geographic tools can be used to gather, process, and report information about people, places, and environments. Cartographers decide what information to include and how it is displayed.

### Essential Understanding

- How to use geographic tools
- Purpose of specific map types

### Extended Understanding

- Analyzing perspectives in maps
- Maps as a cultural product of time, place, and perspective

### Vocabulary

- Globes
- Geographic Tools
- Environments
- Aerial Photographs
- Satellite Images
- Geographic Information Systems
- Cartographers
- Explain
- Context
- Culture

### Essential Skills

- The student can use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.
- The student can define and explain the work of cartographers.
- The student can identify and explain the purpose of maps and globes.
- The student can identify and explain the tools modern cartographers including satellite images, aerial photographs, and geographic information systems.
- The student can use a map key to identify features on a map.
- The student can use map symbols to answer questions about location of places.
- The student can use a map scale to determine distance.
- The student can use cardinal and intermediate directions to describe relative location of characteristics.
- The student can determine the best geographic tool to use to acquire specific information.
- The student can apply their understanding of basic properties of geographic tools to process and report information about people, places and environments.
- The student can explain that maps are created for specific purposes and represent the context in which they were created.
- The student can explain the purpose of a physical map.
- The student can explain the purpose of a climate map.
- The student can explain the purpose of a topographic map.
- The student can explain the purpose of a resource or economic activity map.

- The student can explain the purpose of a political map.
- The student can explain why maps in the past may have been incomplete or different from current maps.
- The student can apply understanding of map purposes to a specific geographic question.
- The student can explain the cultural, time, and place influences evident on a particular map.

#### Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** Identify geographic tools that can be used to understand people, places, and environments (e.g., a variety of maps, aerial photographs).
- **Proficient:** Use different kinds of geographic tools to understand people, places, and environments (e.g., globes, maps, photographs, diagrams).
- **Accelerated:** Select and use a variety of geographic tools that can be used to understand people, places and environments (e.g., use maps with multiple types of information compiled [e.g., a landform map and an industry map]).
- **Advanced:** Apply different maps and a variety of geographic tools to gather, process, and report information to understand people, places, and environments.

#### Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Geographic information is compiled, organized, manipulated, stored and made available in a variety of representations. Students need to acquire the skills associated with using globes and other geographic tools (e.g., aerial photographs and digital satellite images) to communicate information from a spatial perspective.
- Sixth-grade students need to apply their understanding of the basic properties of maps, globes, diagrams and aerial and other photographs to gather, process and report information about people, places and environments.
- Students should become familiar with the tools of modern cartographers, including computer-assisted mapping and geographic information systems (GIS). If available, students should gain experience using these tools.
- Have students use various types of maps (e.g., physical, economic activity, population, climate, vegetation) to gather and process information about a place and draw conclusions about the culture of the people (how they live). Using information from the maps, create a brochure or advertisement that highlights the attributes of that place. If available, have students use media technology to create electronic, Web-based or virtual products.
- Cartographers create maps for specific purposes and represent the context in which they were created (e.g., time, place, culture).
- Have students act as cartographers, working independently or as groups, to create maps of the classroom, playground, school or community. Students should use varying scales appropriate to the area being mapped. Students can use their previous knowledge of scale, cardinal directions, map keys, titles and grids to add details to their maps.
- National Atlas Map Maker tool: <https://www2.usgs.gov/science/cite-view.php?cite=1515> This government site lets users assemble, view and print maps. Choose from hundreds of layers of geographic information and display map layers individually or mixed with others according to your needs.
- National Geographic Society: <http://www.nationalgeographic.org/dc/plan> This is an interactive museum for student and teacher use. Visit Gallery 1: The World in Spatial Terms to use the Globe Projector, Mental Mapper and WorldViewer.

- Lesson Plan: Mapping Perceptions: <http://asiasociety.org/mapping-perceptions>. This lesson plan from the Asia Society discusses what maps can tell us about how their makers perceive the world.
- **Career Connection:** Students will explore careers in geography-related fields such as cartographer, urban planner, environmental specialist, transportation specialist, climatologist, park ranger, etc. Students may be able to interview (live or through e-mail) individuals who work in these fields. (CCS)

### Sample Question Stems and Performance Tasks

- On the map below, estimate the distance between City A and City B.
- Label the following regions on a map of the Eastern Hemisphere: Middle East/Southwest Asia, North Africa, East Africa, West Africa, Southern Africa, Southeast Asia, South Asia, East Asia, Western Europe, and Eastern Europe.
- Based on the geographic features shown on the map below, what conclusions can you draw about this region?
- Use your textbook, reference materials and Internet resources to research the geographic features of one region in the Eastern Hemisphere. Use information from your research to create a visual display and presentation that includes various types of maps and geographic tools (aerial photographs, digital satellite images). What claims can you make about the people, places and environments in this region? How do the geographic data provide evidence to support your claims?
- Which map above would be more useful in determining \_\_\_\_\_. Explain your reasoning.
- Explain why maps in the past may have been incomplete or different from current maps.
- Assume the role of a cartographer who has been contract by a company produce maps and other geographic representations of a specific area. How would you determine what type of information to show on your maps and what other geographic representations to use? What questions would you ask the company that hired you to produce the maps?

#### (Prior Grade Standard)

**5.GE.4** Globes and other geographic tools can be used to gather, process and report information about people, places and environments.

#### (Future Grade Standard)

**7.GE.12** Maps and other geographic representations can be used to trace the development of human settlement over time.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.GE.4**

Latitude and longitude can be used to identify absolute location

### Essential Understanding

- Absolute location using latitude and longitude

### Extended Understanding

- How absolute location impacts environment and human activities

### Vocabulary

- Latitude
- Longitude
- Coordinate
- Absolute location

### Essential Skills

- The student can use latitude and longitude coordinates to identify absolute location.
- The student can identify a specific place along a line of latitude.
- The student can identify a specific place along a line of longitude.
- The student can define absolute location.
- The student can identify lines of latitude on a map or globe.
- The student can identify lines of longitude on a map or globe.

### **Criteria for Success (Performance Level Descriptors)**

- **Limited:** N/A
- **Basic:** Demonstrate a partial understanding of using longitude and latitude to identify absolute location (e.g., use one correctly but not the other).
- **Proficient:** Use longitude and latitude to describe absolute location.
- **Accelerated:** N/A
- **Advanced:** N/A

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Latitude and longitude are imaginary lines used to identify absolute location on the earth’s surface. Latitude and longitude lines intersect with each other creating a grid that allows us to identify the absolute location of places using coordinates. Students in grade five become familiar with latitude and longitude and the implications of latitude on climate. This content statement builds on that understanding with the addition of absolute location.
- Latitude measures distance north and south of the earth’s equator, while longitude measures distance east and west of the prime meridian. Students should be able to use coordinates of latitude (including degrees north or south) and longitude (including degrees east or west) to identify the absolute location of a given place. They should be able to identify the absolute location of a place using a labeled map.
- Longitude describes a point’s position on Earth’s surface in relation to the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and Southpoles.
- Latitude describes a point’s position on Earth’s surface in relation to the equator. Imaginary circles called parallels of latitude run around Earth parallel to the equator.
- Use balloons or playground balls to provide three-dimensional representations of the Earth, equator and prime meridian. Have students mark the equator, prime meridian and lines of latitude and longitude in two different colors using markers or pencils. Alternatively, students can use strings to signify the equator and prime meridian.
- The game Battleship can be helpful in familiarizing students with the use of coordinates on a grid. Students can use the commercial board game or a paper and pencil version.
- National Atlas: <https://www2.usgs.gov/science/cite-view.php?cite=1515> The National Atlas provides an article describing latitude and longitude, including illustrations and Web links.

## Sample Question Stems and Performance Tasks

- Mark the location of specific coordinate points on a map.
- Identify features or landmarks located at specific coordinate points on a map.
- Arrange the given places east to west based on their longitude.
- Explain how use latitude and longitude to find the absolute location of a place.

### (Prior Grade Standard)

**5.GE.5** Latitude and longitude can be used to make observations about location and generalizations about climate.

### (Future Grade Standard)

N/A

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

### 6.GE.5

Regions can be determined, classified, and compared using various criteria (e.g., landform, climate, population, cultural, or economic).

#### Essential Understanding

- How regions are classified

#### Extended Understanding

- Compare regions across time and place.

#### Vocabulary

- Criteria
- Landforms
- Climate
- Population
- Culture
- economics

#### Essential Skills

- The student can use various criteria to describe, classify and compare regions within the Eastern Hemisphere.
- The student can identify various criteria used to determine a region.
- The student can explain how landforms are used to describe a region.
- The student can explain how climate is used to describe a region.
- The student can explain how population is used to describe a region.
- The student can explain how culture is used to describe a region.
- The student can explain how economic characteristics are used to describe a region.
- The student can classify a region on a map using provided criteria.
- The student can compare regions of the Eastern Hemisphere based on landform, climate and cultural characteristics.

#### **Criteria for Success (Performance Level Descriptors)**

- **Limited:** N/A
- **Basic:** Demonstrate rudimentary understanding of the characteristics of a region (e.g., geographic features, cultural and economic features, cultural diffusion).
- **Proficient:** Use various criteria to describe, classify, and compare regions in the Eastern Hemisphere (e.g., geographic, population, cultural, economic).
- **Accelerated:** Apply criteria that describe, classify and compare regions in the Eastern Hemisphere (e.g., what are similarities and differences)
- **Advanced:** Evaluate and apply criteria that describe, classify and compare regions within the Eastern Hemisphere (e.g., when is one set of criteria more appropriate than another, why might it be the incorrect criteria to use).

**Ohio Department of Education Model Curriculum Instructional Strategies and Resources**

- Building on student understanding of regions from grade five, students in grade six will use multiple criteria to determine, classify and compare regions. For example, students might use population data to identify urban regions in Asia. Students also can be challenged to compare regional criteria across continents and consider changes in regions over time.
  
- Regions are human constructs used to identify and organize areas of the Earth’s surface based upon shared characteristics. Regions can be determined based upon various criteria:
  - Landform refers to the shape, form or nature of physical feature of earth’s surface (e.g., plains, hills, plateaus, mountains).
  - Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).
  - Population includes data about the people who live in a selected area (e.g., population density, birth rates).
  - Culture is the learned behavior of people, including belief systems and languages.
  - Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include natural resources, agricultural products and levels of income.

**Sample Question Stems and Performance Tasks**

- Identify the type of region based on the characteristics shown on a map.
  
- On the map of Africa, highlight the landforms which define NorthAfrica.
  
- Compare the population patterns of two regions based on characteristics shown on a map.

**(Prior Grade Standard)**

**5.GE.6** Regions can be determined using various criteria (e.g., landform, climate, population, cultural, economic).

**(Future Grade Standard)**

N/A

**Ohio's New Learning Standards - Clear Learning Targets,  
Social Studies, Grade 6**

**6.GE.6**

**The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.**

**Essential Understanding**

- Impact of the environment on human activities
- How humans adapt the environment

**Extended Understanding**

- How humans modify the environment to meet their needs
- Consequences of human modification of the environment

**Vocabulary**

- Explain
- Variations
- Influence
- Physical Environments
- Modifications
- Unintended consequences

**Essential Skills**

- The student can explain how variations among physical environments in the Eastern Hemisphere influence human activities.
- The student can define and cite examples of physical features.
- The student can identify variations in physical features in regions of the Eastern Hemisphere.
- The student can explain how waterways impact human settlement patterns.
- The student can explain how harsh climates impact human settlement patterns.
- The student can explain how human activities have altered the physical environments of the Eastern Hemisphere.
- The student can identify ways humans modify the environment.
- The student can explain how human modifications are connected to needs in particular environments.
- The student can explain unintended consequences of various human modifications to the environment.



### Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** N/A
- **Proficient:** Explain how different physical environments have influenced human activities (e.g., river valleys, deserts, mountains).
- **Accelerated:** Evaluate how variations among physical environments in the Eastern Hemisphere have influenced ancient and modern human activities (i.e., how does where you live influence how you live?). Evaluate how human activities altered physical environments (e.g., how successful are alterations to the environment, what larger impacts do those alterations have).
- **Advanced:** Analyze and evaluate how variations among physical environments in the Eastern Hemisphere influence human activities. Analyze and evaluate how human activities altered physical environments (e.g., what are the short- and long-term consequences of alterations).

### Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Human activities develop in response to physical environments. For instance, waterways provide economic opportunities for people. therefore, regions with waterways are often more populated. Certain physical environments, like the Arctic, limit human activities and are therefore less populated.
- List multiple physical environments on the board and then brainstorm how these variations in the physical environment have influenced how people live. Have students role play a human activity that might occur in a particular environment. Distribute environmental cards to student groups. Have them research the lifestyle of peoples living in that environment and select a human activity to role play or present to the class. Students should be able to explain the connection between the environment and the human activity.
- When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people construct canals.
- Modifications to the environment have intended and unintended consequences. Many of the issues facing the world today are the result of unintended consequences of human activities, like highways disturbing natural habitats and contributing to air pollution.

**Sample Question Stems and Performance Tasks**

- Why are many large cities located near waterways?
- What is the relationship between the physical environment of the Arctic and the population of the region?
- What human activity developed to adapt to the annual flooding in Southeast Asia?
- Be able to determine regions that would be likely to have a higher population based on the physical environment of the area?
- The Middle East region has an arid climate. How have humans modified the environment in this region to meet their needs?
- Be able to match human modifications with physical environment features.
- Create a t-chart that shows positive and negative consequences of a specific modification of the environment.
- Suppose you were going to establish a settlement in a region given on a map. What modifications to the environment would you need to make in order to meet your needs?

**(Prior Grade Standard)**

**5.GE.7** Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

**(Future Grade Standard)**

N/A

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.GE.7**

Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Eastern Hemisphere in the past and today.

### Essential Understanding

- Reasons for migration and diffusion
- Long-term impact of migration and diffusion

### Extended Understanding

- Lasting impact of movement of people, products, and ideas
- Evaluation of positive and negative consequences of migration and diffusion

### Vocabulary

- Explain
- Political Factors
- Environmental Factors
- Social Factors
- Economic Factors
- Diffusion
- Describe
- Lasting impact

### Essential Skills

- The student can explain political, environmental, social, and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere
- The student can cite political factors that cause movement of people, products, and ideas.
- The student can cite environmental factors that cause movement of people, products, and ideas.
- The student can cite social factors that cause movement of people, products, and ideas.
- The student can cite economic factors that cause movement of people, products, and ideas.
- The student can classify examples of movements of people, products and ideas by the factors that caused their movement.
- The student can describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.
- The student can define and explain lasting impact.

- The student can define and explain cultural diffusion.
- The student can explain the lasting impact of trade among regions.
- The student can explain the lasting impact of the diffusion of religion in the Eastern Hemisphere.

**Criteria for Success (Performance Level Descriptors)**

- **Limited:** N/A
- **Basic:** N/A
- **Proficient:** N/A
- **Accelerated:** N/A
- **Advanced:** N/A

**Ohio Department of Education Model Curriculum Instructional Strategies and Resources**

- People, products and ideas move from place to place in the Eastern Hemisphere for political, environmental, social and economic reasons. Students should be familiar with these factors from their study of the Western Hemisphere in grade five.
- During grade six, students will study some of the political, environmental, social and economic factors that cause movement and learn more about how these factors have influenced the diffusion of cultures in the past and today.
  - Political factors include changes in political leadership, citizen rights, etc.
  - Environmental factors include climate, natural disasters, etc.
  - Social factors include discrimination, intolerance, religious freedom, etc.
  - Economic factors include the availability of resources, changes in trade patterns, employment opportunities, etc.
- Have students create a case study examining a current migration pattern in the Eastern Hemisphere (e.g., students can investigate why the population of Beijing has grown so significantly in the past few decades).
- The context of the modern Eastern Hemisphere allows for the study of multiple examples of the lasting impact of cultural diffusion. For instance, students can study the increase of English speakers in the Eastern Hemisphere as a result of economic factors, including international trade. Historically, the spread of Islam can be traced from the Middle East throughout the Eastern Hemisphere as a result of trade.

**Sample Question Stems and Performance Tasks**

- Explain two environmental factors that cause people to migrate from place to place.
- Classify reasons for migration as political, environmental, social, or economic.
- What is one example of a political factor that causes people to migrate?
- Explain four factors that contribute to the spread of goods from place to place.
- How does trade contribute to the diffusion of ideas?
- Describe two lasting impacts of trade on the Eastern Hemisphere.
- What factors have led to the increase of English speakers in the Eastern Hemisphere?
- How did trade contribute to the spread of Islam in the Eastern Hemisphere?
- Give an example that shows the lasting impact of cultural diffusion in the Eastern Hemisphere?
- Describe the lasting impact of specific examples of cultural diffusion in the Eastern Hemisphere.
- On a map of the Eastern Hemisphere, show two examples of how cultural diffusion has impacted regions in the Eastern Hemisphere. First, label a product or idea in the region where it began. Next, draw arrows to show a region where the product or idea has spread. Then write a statement that explains the lasting impact of this diffusion on the region.

**(Prior Grade Standard)**

**5.GE.9** Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

**(Future Grade Standard)**

**7.GE.13** Geographic factors promote or impede the movement of people, products and ideas.

**7.GE.14** Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

### 6.GE.8

Diffusion of agricultural practices and products, technology, cultural practices, and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) impacted the Eastern Hemisphere.

#### Essential Understanding

- Origins of modern cultural practices and products
- How religious diffusion has influenced the modern world

#### Extended Understanding

- Evaluation of positive and negative consequences of
- Evaluation of positive and negative consequences of religious diffusion

#### Vocabulary

- Explain
- Tradition
- Diffusion
- Cultural Practices
- Cultural Products
- Influence
- Religious
- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism

#### Essential Skills

- The student can explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere.
- The student can define and give examples of tradition.
- The student can define and give examples of diffusion.
- The student can define and give examples of cultural practices.
- The student can define and give examples of cultural products.
- The student can explain how tradition has influenced modern cultural practices and products.
- The student can explain how diffusion has influenced modern cultural practices and products.
- The student can describe the influence of religious diffusion in the modern world.
- The student can identify the geographic origins, founding leaders and teachings of Buddhism, Christianity, Hinduism, Islam, and Judaism.
- The student can explain the influence of Buddhism, Christianity, Hinduism, Islam, and Judaism on the modern world.
- The student can draw the diffusion of world religions on a map.\

### Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** N/A
- **Proficient:** Explain how tradition and diffusion have influenced modern cultural practices (e.g., religions found in regions outside of their original development, how trade route impacted diffusion). Explain how tradition and diffusion have influenced modern cultural practices (e.g., religions found in regions outside of their original development, how trade route impacted diffusion).
- **Accelerated:** Evaluate the influence of tradition and diffusion on modern cultural practices. Evaluate religious diffusion in the modern world of the Eastern Hemisphere.
- **Advanced:** Analyze and evaluate the influence of tradition and diffusion on modern cultural practices (e.g., what set of circumstances led to the lasting impact of certain products or practices). Analyze and evaluate religious diffusion in the modern world of the Eastern Hemisphere (e.g., how Islam spread faster along trade routes because the Arabian Peninsula was a center for trade).

### Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Modern cultural practices and products in the Eastern Hemisphere have been influenced by both cultural tradition and diffusion. As systems of trade and transportation developed, people traveled and migrated across continents, spreading their cultural practices and products.
- As sixth-grade students study the cultural practices and products of the river valley civilizations, they can look for evidence of their influence on modern cultural practices and products (e.g., silk was a prized commodity in Ancient China and continues to be a luxury product today).
- Diffusion can be defined as the spread of people, ideas, technology and products among places.
- Religion is a key example of the diffusion of cultural practices and products. Students should be familiar with and able to identify the geographic origins, founding leaders and teachings of Buddhism, Christianity, Hinduism, Islam and Judaism. As students study these religions, they should look for evidence of the lasting influence of religious diffusion in the modern world.
- Have students design and complete a graphic organizer that compares the core beliefs of the world's five major religions.

### Sample Question Stems and Performance Tasks

- Explain two modern cultural practices in the Eastern Hemisphere and identify the ancient source for each practice.
- Give an example of a modern cultural practice that was influenced by a practice from Ancient China?
- Identify four factors that spread goods and ideas from place to place.
- Choose a region in the Eastern Hemisphere. Explain two examples of how tradition and two examples how diffusion has influenced modern cultural practices or products in the region.
- Match modern cultural practices or products with its ancient origin.
- Describe how the spread of Hinduism in Southern and Southeast Asia influenced the eventual spread of Buddhism in Asia.
- Place the world religions on a map in the correct place to identify where the religion began. Then, draw an arrow to indicate the direction in which the religion spread throughout the Eastern Hemisphere.
- Be able to identify the religion based on a description provided.
- Describe an example of the influence of Christianity on the modern world.
- How did the diffusion of Islam influence the modern world?
- Describe the basic beliefs of world religions and show the influence of each religion.

#### (Prior Grade Standard)

**5.GE.9** Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

#### (Future Grade Standard)

**7.GE.15** Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.



# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.GO.9**

Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.

### Essential Understanding

- Understanding multiple perspectives in sources
- Determining the accuracy of sources

### Extended Understanding

- Evaluating arguments and perspectives

### Vocabulary

- Perspective
- Viewpoint
- Historic
- Contemporary
- Source
- Accuracy
- Verified

### Essential Skills

- The student can use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.
- The student can define and give examples of historic sources.
- The student can define and give examples of contemporary sources.
- The student can identify the perspective in a given source.
- The student can compare perspectives in different sources.
- The student can classify a source as primary or secondary.
- The student can examine a variety of sources for accuracy.
- The student can explain the importance of examining sources for accuracy.
- The student can identify four questions to ask to determine the accuracy of a source.
- The student can assess the accuracy of information in a given source.
- The student can explain why one source is potentially more accurate than another source on a single topic
- The student can categorize given sources based on whether or not they provide accurate information.

### **Criteria for Success (Performance Level Descriptors)**

- **Limited:** Identify a source that can be used for information on a historical event.
- **Basic:** Recognize how to determine the accuracy of a source.
- **Proficient:** Examine sources for accuracy (e.g., can the information be verified in other sources, is the information a primary or secondary source).
- **Accelerated:** Distinguish between historic and contemporary perspectives of sources. Explain why sources are accurate or inaccurate.
- **Advanced:** Evaluate historic and contemporary sources that reflect multiple perspectives on a topic.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Sixth-grade students continue developing civic participation skills by using a variety of historic and contemporary sources for information. Each source reflects a specific viewpoint or perspective on a topic.
- In grade seven, students will learn about historical perspective (the idea that historians and archaeologists describe historical events and issues from the perspectives of people living at that time to avoid evaluating the past in terms of today's norms and values).
- Have students compare multiple sources to discuss point of view and accuracy. Show video clips from two different television programs that contain information on the same subject or select two articles/stories from different media sources. Instruct students to compare the two sources concerning events, facts, dialogue, details, perspectives and opinions expressed.
- Students should understand the importance of examining the accuracy of a source by considering the following:
  - Can the information be verified in other sources?
  - What are the author's sources of information?
  - Is the information original or reprinted/excerpted from another source?
  - How does the source compare with others on the same topic?
- Fact Check ED: [www.factchecked.org](http://www.factchecked.org) – This website provides resources and lessons primarily focused on Web-based media and methods for evaluating accuracy of websites.

## Sample Question Stems and Performance Tasks

- You have been assigned a research project on the following question:\_\_\_\_\_. Identify four types of sources that you could use to research this topic.
- When looking for an answer to a research question, why is it important to use a variety of sources?
- Compare the perspectives of two separate sources.
- Be able to classify a source as primary or secondary.
- You are writing a research project for social studies class. You need to read different perspectives about\_, and check your sources for accuracy. Write four questions that you could ask about her sources to check them for accuracy.
- Which sources below would likely have accurate information about\_\_\_\_\_?
- What is one source you might use to check the accuracy of a statement?
- Given a passage, answer the following questions:
  - What are the author's sources of information?
  - Is the information original or reprinted/excerpted from another source?

**(Prior Grade Standard)**

**5.GO.11** Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

**(Future Grade Standard)**

**7.HI.1** Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

**7.GO.16** The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.GO.10**

**Governments can be categorized as monarchies, theocracies, dictatorships, or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.**

**Essential Understanding**

- Characteristics of types of government
- Problems with categorizing/ labeling actual governments

**Extended Understanding**

- Evaluating advantages and disadvantages of types of government
- Analyzing the text to which an actual government matches its label.

**Vocabulary**

- Citizens
- Democracy
- Dictatorship
- Monarchy
- Theocracy
- Governing
- Governed
- Explain
- Characteristics
- Overlap
- Misrepresent

**Essential Skills**

- The student can describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.
- The student can explain how power is attained and held in a democracy.
- The student can explain the relationship between those governing and those being governed in a democracy.
- The student can identify rights of citizens in a democracy.
- The student can explain how power is attained and held in a dictatorship.
- The student can explain the relationship between those governing and those being governed in a dictatorship.
- The student can identify rights that may be denied in a dictatorship.
- The student can explain how power is attained and held in a monarchy.
- The student can identify rights that may be denied in a monarchy.
- The student can explain the relationship between those governing and those being governed in a monarchy.
- The student can explain how power is attained and held in a theocracy.
- The student can explain the relationship between those governing and those being governed in a theocracy.
- The student can classify a government based on characteristics provided.
- The student can explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.
- The student can explain why actual systems of government are not easily categorized.
- The student can explain why the use of labels of monarchy, theocracy, dictatorship or democracy does not always reflect

the relationship between those governing and those governed.

- The student can give examples of how countries might use a combination of two governmental systems.
- The student can give examples of how labels of a government may not reflect the reality of how the country is governed.

#### Criteria for Success (Performance Level Descriptors)

- **Limited:** N/A
- **Basic:** Identify some features of different types of governments (e.g., monarchies have kings or queens, theocracies have religious leaders, dictatorships have a single leader, democracies are ruled by the people).
- **Proficient:** Describe how governments can be organized in different ways (e.g., monarchies, theocracies, dictatorships, democracies).
- **Accelerated:** Explain the relationship between those in power and citizens in different types of governments.
- **Advanced:** Analyze and evaluate how different types of governments can have distinct or overlapping characteristics.

#### Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The study of roles and systems of government in grades four and five serves as a foundation for the study of monarchies, dictatorships and democracies in grade six. The study of theocracies is introduced at this grade level.
- Students should understand the basic characteristics of each type of government listed, including how power is attained and held, and the relationship between those governing and those being governed.
  - In a democracy, the power of those in authority is limited because the people retain the supreme power.
  - In a dictatorship, a ruler or small group with absolute power over the people (e.g., North Korea) holds power, often through force.
  - Monarchy is a government in which authority over the people is retained through a tradition of allegiance (e.g., Saudi Arabia).
  - Theocracy is a government in which authority over the people is held by religious leaders who represent divine power and retain authority through religious beliefs (e.g., Iran).
- As students develop understanding of the relationship between those governing and those being governed, they should be challenged with the concept that the extent of a citizens' liberties and responsibilities varies according to the limits of the governing body's authority. For instance, governmental authority is limited in most democracies, resulting in broad citizen liberties and responsibilities. Conversely, under most dictatorships, the dictator's authority is unlimited, resulting in strict limits on citizens' liberties and responsibilities.
- CIA's World Factbook: [www.cia.gov](http://www.cia.gov) – Access information on world governments. Search for world factbook.
- Use picture books to introduce democracy, dictatorship and monarchy (e.g., *D is for Democracy* by Elissa Grodin, *Yertle the Turtle* by Dr. Seuss).
- Students should recognize that actual systems of government are not always easily categorized and can be misrepresented. Though we use the labels of monarchy, theocracy, dictatorship or democracy, government characteristics often overlap and are inconsistent.
- For example, governments labeled as democracies might have some of the characteristics of dictatorships, as is the case with the Democratic People's Republic of Korea (North Korea), which in reality is a communist state led by a dictator.

- Some countries may use a combination of two governmental systems. For instance, the United Kingdom has a royal family, which suggests a monarchy, but as a constitutional monarchy is in practice much closer to a democracy.
- **Career Connections:** Students will research careers in government and public service, such as elected official, civil servant, lobbyist, public opinion analyst, law enforcement officer, etc. Students may be able to interview (live or through e-mail) individuals who work in these fields. (CCS)

**Sample Question Stems and Performance Tasks**

- Identify two rights that may be denied by a monarchy.
- Identify one religious right that would be gained in the transfer from a dictatorship to a democracy.
- Complete a Venn diagram by comparing how power is attained and held in a monarchy and dictatorship.
- Which government type would provide the most rights to the people? Which would provide the least rights?
- Citizens' liberties and limits on government authority differ depending on the type of government in a country. Decide whether a given feature applies to a democracy or dictatorship.
- Under what system of government are leaders typically chosen by church officials or religious elders?
- In a democracy, what is the source of authority for the government?
- Show how the government of the United Kingdom reflects characteristics of both a democracy and a monarchy.
- How does the label “Democratic People’s Republic of Korea” misrepresent the relationship between the government and its citizens?
- What is one example of how a label of the type of government does not reflect the actual relationship between those governing and those being governed?
- What characteristics might lead a country to be classified as both a theocracy and a dictatorship?

**(Prior Grade Standard)**

**5.GO.12** Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

**(Future Grade Standard)**

**7.GO.17** Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.EC.11**

**Economists compare data sets to draw conclusions about relationships among them.**

**Essential Understanding**

- Drawing conclusions from data sets

**Extended Understanding**

- Making future economic predictions from data sets

**Vocabulary**

- Compare
- Conclusion
- Economic Data
- Exports
- Imports
- Natural Resources

**Essential Skills**

- The student can compare data sets to identify relationships and draw conclusions.
- The student can define and explain international trade, exports, and imports.
- The student can define and give examples of natural resources.
- The student can explain the relationship between trade patterns and the availability of natural resources.
- The student can define and given examples of data related to population including birth rate and income.
- The student can draw conclusions from data in bargraphs.
- The student can draw conclusions from data in circle graphs.
- The student can draw conclusions from data in line graphs.
- The student can draw conclusions from data in charts.
- The student can adjust a country's import and export levels to reflect its resources and needs.
- The student can use compare economic production across several countries to assess which countries would likely trade with one another.

**Criteria for Success (Performance Level Descriptors)**

- **Limited:** N/A
- **Basic:** Recognize how economic data can be used.
- **Proficient:** N/A
- **Accelerated:** Use and compare economic data to identify and explain relationships.
- **Advanced:** Analyze and evaluate economic data to identify and explain relationships.

**Ohio Department of Education Model Curriculum Instructional Strategies and Resources**

- Sixth-grade students begin to think like economists as they practice comparing sets of data to draw conclusions. These data sets may include information related to international trade (e.g., exports and imports), availability of natural resources (e.g., oil reserves, mineral deposits), or population (e.g., birth rate, income). Students should be challenged to examine multiple sets of data and draw conclusions about relationships among them (e.g., looking at the relationship between trade patterns and the availability of natural resources).
- Have students work in groups to research the imports, exports, economic activities and natural resources of multiple countries on multiple continents. Students should identify the geographic features of the countries (e.g., location, physical features), then create a chart comparing these items. Challenge students to use the chart to make inferences using the following questions: Why do certain countries specialize in certain products? Why are certain products imported while others are exported? Do the geographic features influence the economic activities? How does the country capitalize on its natural resources? How does the country use its available resources? Is the country developed or developing?

**Sample Question Stems and Performance Tasks**

- Create a chart that compares oil reserves and populations of four different countries. Which country has the most oil available to export?
- Design a visual chart to represent influences on the decision to adjust a trade policy?
- Compare and contrast several graphs and charts.
- Create a chart comparing the availability of natural resources in two countries?
- How could line graphs be used show the population growth in the two countries?

**(Prior Grade Standard)**

**5.EC.13** Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

**(Future Grade Standard)**

N/A



# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

### 6.EC.12

The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

#### Essential Understanding

- Explaining differences in how people make choices and evaluate consequences

#### Extended Understanding

- Evaluating economic decisions based on consequences

#### Vocabulary

- Predict
- Consequence
- Evaluate
- Choice

#### Essential Skills

- The student can predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choice differently.
- The student can define and explain consequence.
- The student can explain that choices have present and future consequences.
- The student can explain that choices people make are relative and differ across individuals and societies.
- The student can explain that people choose to the things they think are best for them.
- The student can predict the present and future consequences of purchasing an item made locally or imported.
- The student can predict the present and future consequences of modifying the environment.
- The student can identify and compare multiple perspectives on an economic decision.

#### **Criteria for Success (Performance Level Descriptors)**

- **Limited:** N/A
- **Basic:** N/A
- **Proficient:** N/A
- **Accelerated:** N/A
- **Advanced:** N/A

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- This content statement builds on foundational understanding of economic choices and their consequences begun in kindergarten. Students will understand and be able to predict the present and future consequences of personal and collective economic choices. Sixth-grade students will look at how the way people make and evaluate choices and consequences is relative and differs across individuals and societies.
- Have students investigate the present and future consequences of purchasing an item made locally or imported. Connect to students' lives by allowing them to investigate an appropriate item of their choosing. Students should predict present and future consequences of the purchase and how different people may view those consequences positively and negatively.
- **Career Connection:** Students will choose a product that is both locally produced and imported. They will compare the price of each product and identify factors that impact the price and availability of the product. Students will investigate the impact on the local economy of buying a locally produced product versus one that is imported, focusing on demands, outlook, and availability of careers needed to create the product (e.g., manufacturing, transportation, logistics).
- Have students investigate a choice made to improve access to water (like the Chinese dam on the Yangtze River) discussing both present and future consequences. Students should be challenged to view the choices from multiple perspectives and think about how the evaluation of choices may differ among individuals and societies based on differing values and priorities (environmentalist views vs. those of a construction worker).

## Sample Question Stems and Performance Tasks

- How does \_\_\_\_\_ civilization make and evaluate economic choices? How is this different than other civilizations in the Eastern Hemisphere?
- If you have a choice between buying a product that is made locally or importing the product from another country, what factors would you use to make your decision?
- After researching both sides of the issue of \_\_\_\_\_, prepare a position statement defending one side of the debate. Be sure to address the arguments of both sides, but explain why you find one side of the argument more persuasive. Support your argument with evidence and valid reasoning.

### (Prior Grade Standard)

**5.EC.14** The choices people make have both present and future consequences.

### (Future Grade Standard)

**7.EC.19** Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.EC.13**

The fundamental questions of economics include what to produce, how to produce, and for whom to produce.

**Essential Understanding**

- How the fundamental economics questions are answered

**Extended Understanding**

- How different economic systems answer the fundamental economic questions

**Vocabulary**

- fundamental economic questions
- producer
- consumer
- productive resources
- human resources
- capital goods
- natural resources
- demand

**Essential Skills**

- The student can explain how individuals and societies answer the fundamental questions of economics of what to produce, how to produce, and for whom to produce.
- The student can identify the fundamental economic questions.
- The student can define productive resources.
- The student can define demand.
- The student can explain the factors that determine how societies decide what to produce and how to produce it.
- The student can explain the factors that determine how societies decide for whom to produce.
- The student can explain the relationship between scarce resources and the need to make economic decisions.
- The student can explain the relationship between availability of productive resources and how the fundamental economic questions are answered.
- The student can explain the relationship between demand, means of distribution and how the fundamental economic questions are answered.

**Criteria for Success (Performance Level Descriptors)**

- **Limited:** N/A
- **Basic:** Identify ways that societies handle the scarcity of resources (e.g., decide what to produce, how to produce and for whom to produce).
- **Proficient:** Explain ways that societies handle the scarcity of resources (e.g., how global trade develops, how societies answer the fundamental questions of economics).
- **Accelerated:** Evaluate ways that societies handle the scarcity of resources (e.g., the degree of success in finding trading partners, why countries will give up some of one resource for another).
- **Advanced:** N/A

**Ohio Department of Education Model Curriculum Instructional Strategies and Resources**

- Students in sixth grade are introduced to the fundamental questions of economics: what to produce, how to produce it and for whom to produce it. Students will understand that limitations on resources force individuals and societies to make choices around these fundamental questions.
- Societies make decisions about what to produce and how to produce it based on the availability of productive resources (human resources, capital goods and natural resources).
- Decisions about for whom to produce often are based on demand and means of distribution.
- Working in small groups, assign students a specified group of consumers (e.g., teenagers, senior citizens, mothers, athletes) and have students invent a new product targeted to that group. Have students identify what resources they would need and how they would produce the item. Then, have students create an advertisement to market their item to their targeted group.

**Sample Question Stems and Performance Tasks**

- Identify two of the fundamental questions of economics.
- Identify two factors that would limit the production of a good or service.
- Identify one means used in determining for whom to produce a good or service.
- Explain the role of natural resources in how a society determines what to produce.
- Describe two factors that can influence how a society produces goods or services.
- Societies make decisions about what to produce, how to produce it, and for whom to produce. Decide whether each factor influences the decision of what to produce and how to produce it or the decision about for whom to produce. Move each box on the left to the correct space on the right.
- Jessica wants to open a new ice cream shop. She had found information that can help her start this business. Move the boxes to decide whether each piece of information would help Jessica answer the question of what to produce or how to produce.

**(Prior Grade Standard)**

N/A

**(Future Grade Standard)**

N/A

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.EC.14**

**When regions and/or countries specialize, global trade occurs.**

**Essential Understanding**

- How specialization leads to trade

**Extended Understanding**

- How the variability in the distribution of resources contributes to specialization, trade, and interdependence

**Vocabulary**

- specialization
- trade
- productive resources

**Essential Skills**

- The student can explain how specialization leads to global trade.
- The student can define productive resources
- The student can define specialization.
- The student can define trade.
- The student can describe how global trade occurs.
- The student can explain the relationship between limited availability of productive resources and specialization.
- The student can indicate which countries would likely engage in trade based on their resources.

**Criteria for Success (Performance Level Descriptors)**

- **Limited:** N/A
- **Basic:** Identify some ways in which consumers impact the interaction of markets, resources and competition (e.g., the demand for silk has led to trade)
- **Proficient:** N/A
- **Accelerated:** Evaluate ways that societies handle the scarcity of resources (e.g., the degree of success in finding trading partners, why countries will give up some of one resource for another).
- **Advanced:** Analyze and evaluate ways that societies handle the scarcity of resources and the degree of success to which they engage in global trade.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Study of specialization begins in grade five as students study the reasons individuals and societies specialize in the production of goods and services. Sixth-grade students build on the understanding that the limited availability of productive resources leads to specialization as they study how and why specialization leads to trade on a global scale.
- When regions and/or countries specialize in the production of a limited number of goods and services, they must trade to obtain goods and services they want but do not or cannot produce.
- Students can investigate examples of trade within the Eastern Hemisphere and globally, tracking the production and sale of goods and services using economic data. For example, students can use economic data to discuss the production and consumption of oil, agricultural products (e.g., coffee, soybeans) or manufactured items (e.g., toys, clothing).
- Identify several countries that are trading partners. Have students explain why these countries depend on each other and create a map to visually show the trading relationship between the countries. Color-code and label the lines to indicate imports and exports. Ask students to hypothesize what would happen if one of the countries stopped trading with the others or were unable to produce a particular product.
- Have students investigate where items in the classroom and their homes were made. In mixed-ability groups, have students locate and graph where numerous items in the classroom were made. Students can independently research numerous items at home and graph the location of where those items were made. Discuss the relationship between resources available in world regions with the items produced in those regions. Discuss how availability of resources leads to specialization and global trade.

### Sample Question Stems and Performance Tasks

- Identify situations that will most likely contribute to trade between two countries?
- Suppose a country has many natural resources, but almost no manufacturing. Which trading plan would this country be most likely to follow?
- What is one benefit of global trade?
- Find a chart comparing the different goods that countries specialize in producing, compared to the goods they need to import. Based on the chart, which two countries might set up a trade in agricultural products and fuel mining industries.

#### (Prior Grade Standard)

**5.EC.15** The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.

#### (Future Grade Standard)

**7.EC.20** The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.EC.15**

The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources, and capital) used.

**Essential Understanding**

- Relationship among supply, demand, competition, price, and inputs/outputs

**Extended Understanding**

- Impact of government on markets

**Vocabulary**

- Supply
- Demand
- Competition
- Inputs
- Outputs

**Essential Skills**

- The student can explain how supply, demand and competition interact to determine price.
- The student can explain how supply, demand and competition interact to influence quantities of inputs and outputs.
- The student can define and explain supply and demand.
- The student can define and explain competition.
- The student can define and explain inputs and outputs.

**Criteria for Success (Performance Level Descriptors)**

- **Limited:** Recognize how societies and individuals make economic decisions (e.g., high prices lead to lower demand, high cost leads to lower production).
- **Basic:** N/A
- **Proficient:** Explain how the interaction of buyers and sellers determines market prices.
- **Accelerated:** Evaluate how the interaction of buyers and sellers determines market prices and thereby allocates scarce resources, goods and services.
- **Advanced:** Explain how competition can exert strong influences over market prices (i.e., can dictate prices when supply and demand stay constant).

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Understanding of markets becomes more complex in grade six as students study the interaction of supply and demand, the influence of competition, and inputs and outputs. Basic examples can be used to illustrate the interaction of these economic concepts in preparation for more in-depth study in the following grades.
- Interaction of supply and demand: The availability of a good or service and the demand for that good or service interact to determine price. For instance, if demand for gasoline increases beyond the capacity of refineries to provide adequate supplies, prices for gasoline will rise. When refinery production exceeds demand, producers will drop prices for gasoline in an attempt to get car owners to purchase more gasoline.
- Influence of competition: Price is influenced by competition among producers who compete to sell their goods and services. When multiple producers compete to sell a product that is in high-demand, consumers may benefit as the producers lower their prices to increase sales and compete for customers. For instance, when several stores sell the same video game system, they are in competition with one another, and often choose to lower prices to attract consumers.
- Quantities of outputs produced and inputs used: The interaction of supply, demand and competition influences the quantities of goods and services produced (outputs) and therefore the quantities of productive resources used (inputs).
- As supply, demand and competition interact to determine the price of a product, the number of products created also is affected. For example, video game manufacturers might produce more copies of a popular game in anticipation of holiday shopping. As the demand for a game increases during the holiday season, manufacturers will increase their outputs (copies of the game), as well as their use of inputs (productive resources like plastic to create discs and workers to package them).
- Lesson Plan: The Price of Gasoline: What's Behind It? <http://www.econedlink.org/lessons/index.php?lid=664&type=educator>. This lesson plan from the Council for Economic Education focuses on how price is affected by supply, demand and competition.
- **Career Connection:** Students will interview a business owner (live or through e-mail) to find out how the business is influence by competition, supply, demand and price. (CCS)



**Sample Question Stems and Performance Tasks**

- During the holiday season, more people decide to purchase DVDs. What action will DVD producers take in response?
- The availability of a good or service and the demand for the good or service interact to determine price. If oil refinery production is greater than the demand, what will producers do to the price of gasoline?
- Describe factors that might lead to an increase in the price of a good or service, and factors that will lead to a decrease in the price.
- As the demand for T-shirts increases and the price of T-shirts, how will T-shirt producers likely respond?
- When several stores in the same neighborhood sell the same video game system, what will likely happen?
- Describe the relationship among supply, demand and competition to determine the price of goods.

**(Prior Grade Standard)**

N/A

**(Future Grade Standard)**

**8.EC.24** Governments can impact markets by means of spending, regulations, taxes, and trade barriers.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 6

**6.EC.16**

When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.

### Essential Understanding

- How individuals use price and quality to decide what to buy

### Extended Understanding

- Explain factors that contribute to price and quality of goods

### Vocabulary

- Goods
- Services
- Quality

### Essential Skills

- The student can explain how individuals compare price and quality when selecting goods and services to buy.
- The student can define goods and services.
- The student can identify sources of information on price and quality of goods and services.
- The student can cite reasons why items produced overseas might have lower prices than those produced in the U.S.
- The student can discuss the pros and cons of purchasing foreign-made products.

### **Criteria for Success (Performance Level Descriptors)**

- **Limited:** Recognize and understand the purpose of a timeline (e.g., to display historical events).
- **Basic:** Apply the conventions of one system used to identify and place dates in chronological order (i.e., B.C.E. and C.E. or B.C. and A.D.).
- **Proficient:** Apply the conventions of both systems of historical time (i.e., B.C.E. and C.E., and B.C. and A.D.) to place events in chronological order on a timeline.
- **Accelerated:**
- **Advanced:**

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Financial literacy in grade six is related to the Economics Content Statements 13-15, in the topics of scarcity and markets. Students should understand how individuals compare the price and quality of goods and services when selecting items to buy. Students should discuss how consumers can gather information on price and quality, including print and Web-based advertising, personal recommendations and independent reviews.
- Many consumer products currently are produced and/or assembled in Asia. Students can explore reasons why items manufactured in Asia (e.g., clothing, toys, electronics) might have lower prices than those produced in the United States. They can discuss the pros and cons of purchasing foreign-made products, including price and quality.

### Sample Question Stems and Performance Tasks

- As a consumer, you have to decide what goods and services you want to purchase. What factors should you consider when deciding what to buy?
- Suppose you are going to purchase a new cell phone. What sources of information could you use to determine the price and quality of various brands of cell phones?
- Examine the labels on your clothes and electronic devices. How many items are made in the United States? How many items are made in Asia? Why do companies import goods from good other countries instead of making them in the U.S.?
- Create a t-chart and list the pros and cons of purchasing foreign-made products.

#### **(Prior Grade Standard)**

**5.EC.18** can improve their ability to earn income by gaining new knowledge, skills and experiences.

#### **(Future Grade Standard)**

**7.EC.25** The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.

## Common Core Standards for Literacy in Social Studies – Reading Standards 6-8

### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### **Craft and Structure:**

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### **Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

### **Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## Common Core Standards for Literacy in Social Studies – Writing Standards 6-8

CCSS.ELA-LITERACY.WHST.6-8.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.6-8.1.A, B, C, D, E

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources; use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; establish and maintain a formal style; provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.6-8.2.A, B, C, D, E, F

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style and objective tone; provide a concluding statement or section that follows from and supports the information or explanation presented.

### **Production and Distribution of Writing:**

CCSS.ELA-LITERACY.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### **Research to Build and Present Knowledge:**

CCSS.ELA-LITERACY.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

### **Range of Writing:**

CCSS.ELA-LITERACY.WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.